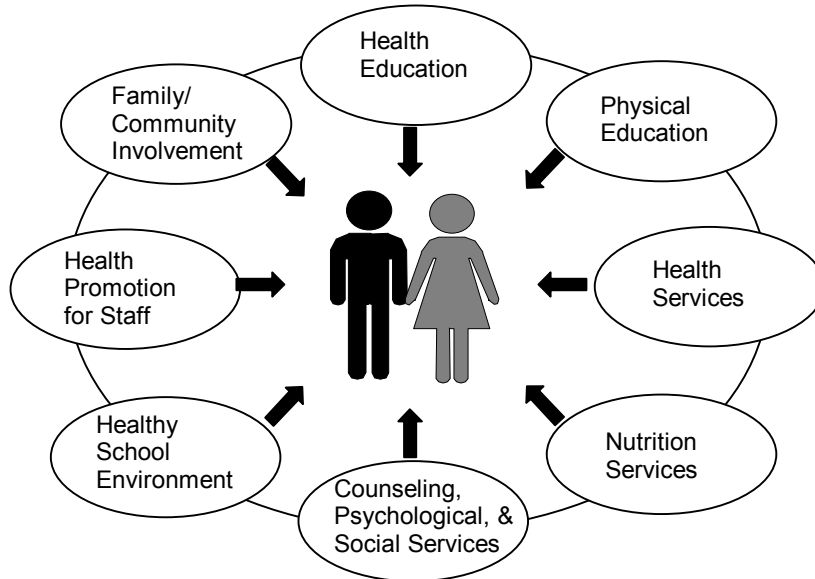


## **Module 8: Family and Community Involvement**

### ***Instructions for Module Coordinator***

Habits and practices related to physical activity, eating, and tobacco use are influenced by the entire school environment. That's why the *School Health Index* has eight different modules, which correspond to the eight components of a coordinated school health program shown below.



### ***Instructions for completing the module***

1. Work with the site coordinator to organize a team to complete the module's documents. Below are some suggested members of the Module 8 team.

Parent(s)  
Student(s)  
Teacher(s)  
School nurse

Community health agency representative(s)  
(for example, American Cancer Society or  
local health department)

2. Make a photocopy of the module Questionnaire (pages 4-6) for each Module 8 team member. Make at least one photocopy of the module Score Card (page 3) and the module Planning Questions (pages 7-8).
3. Give each Module 8 team member a copy of the Module 8 Questionnaire. Use the copies of the module Score Card and the Planning Questions to record the team's work. Put the originals of these documents away in case you need to make more photocopies.

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4. At a Module 8 team meeting:

- Discuss each question on the Module 8 Questionnaire and its scoring choices.
- Decide how to collect any information you need to answer each question accurately.
- After you have all the information you need, arrive at a consensus score for each question. Answer each question as accurately as possible. The *School Health Index* is **your** self-assessment tool for identifying strengths and weaknesses and for planning improvements; it should not be used for evaluating staff.
- Record the scores (0-3) for each question on the module Score Card and calculate the overall Module Score.
- Use the scores written on the module Score Card to complete the Planning Questions at the end of the module.
- Use the results from the third question in Planning Questions to identify the one, two, or three highest priority actions that you will recommend to the *School Health Index* team for implementation this year.
- Use the answers to the Planning Questions to decide how you will present your results and recommendations at the follow-up *School Health Index* team meeting.

We wish you success in your efforts to improve the health of young people!

## **Module 8: Family and Community Involvement**

### ***Score Card (photocopy before using)***

#### **Instructions**

1. Carefully read and discuss the Module 8 Questionnaire, which contains questions and scoring descriptions for each item listed on this Score Card.
2. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 8 Planning Questions located at the end of this module (pages 7-8).

		<b>Fully in Place</b>	<b>Partially in Place</b>	<b>Under Develop- ment</b>	<b>Not in place</b>
8.1	Educate families	3	2	1	0
8.2	Student and family involvement in planning meals	3	2	1	0
8.3	Parent and community involvement in programs	3	2	1	0
8.4	Promote community-based programs	3	2	1	0
8.5	Community access to school facilities	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

<b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right.			
<b>MODULE SCORE</b> = (Total Points / 15) X 100			%

## Module 8: Family and Community Involvement

### *Questionnaire*

#### 8.1 Educate families

Does the school give families many opportunities to learn about physical activity, healthy eating, and a tobacco-free lifestyle, through educational materials\* sent home and involvement in school-sponsored activities\*\*?

*\*Examples of **educational materials** include brochures, newsletter articles, introductions to curricula, and homework assignments that require family participation.*

*\*\*Examples of **school-sponsored activities** include parent/teacher meetings, health fairs, food tastings, international meals, field days, walkathons, and fun runs.*

3 = Yes.

2 = Provides many opportunities to learn about only two of the three topics.

1 = Provides few opportunities, **or** provides many opportunities to learn about only one of the three topics.

0 = No.

#### 8.2 Student and family involvement in planning meals

Are students and parents involved\* in planning school meals?

*\*Examples of being **involved** include giving menu and recipe suggestions, identifying food preferences, and participating in taste-testing activities.*

3 = Yes.

2 = Students or parents are involved, but not both.

1 = Neither are involved, but there are plans to involve one or both groups.

0 = Neither are involved, and there are no plans to involve them.

### **8.3 Parent and community involvement in programs**

Do parents and other community members help plan and implement\* school programs for physical activity, healthy eating, and tobacco-use prevention and cessation?

*\*Examples of ways to **help plan and implement** include volunteering to help in the classroom, in the cafeteria, or with special events; serving on a curriculum committee; and designing or conducting a needs assessment or program evaluation.*

- 3 = Yes, they help in all three areas (physical activity, healthy eating, tobacco-use prevention and cessation).
- 2 = They help in two of the three areas.
- 1 = They help in one of the three areas.
- 0 = No.

### **8.4 Promote community-based programs**

Does the school staff inform students and their families about community-based programs for physical activity\*, healthy eating\*\*, and tobacco-use prevention and cessation\*\*\*?

*\*Examples of **community-based programs for physical activity** include youth sports and recreation programs.*

*\*\*Examples of **community-based programs for healthy eating** include WIC, food stamps, local food pantries, and cooperative extension.*

*\*\*\*Examples of **community-based sources for programs for tobacco-use prevention and cessation** include state and local public health departments and tobacco control coalitions, local hospitals, American Cancer Society, American Heart Association, and American Lung Association.*

- 3 = Yes.
- 2 = Staff members provide information about community-based programs in two of the three areas (that is, physical activity, healthy eating, tobacco-use prevention and cessation).
- 1 = Staff members provide information about community-based programs in one of the three areas.
- 0 = No.

### **8.5 Community access to school facilities**

Do community members have access to indoor and outdoor school facilities\* outside school hours\*\* to participate in or conduct health promotion programs\*\*\*?

*\*Examples of **school facilities** include indoor classrooms, gymnasium, and outdoor recreational areas.*

*\*\***Outside school hours** means after school, in the evening, on weekends, and during school vacations.*

*\*\*\*Examples of **health promotion programs** include tobacco-use cessation, physical activity/recreation, and education on healthy eating.*

3 = Yes.

2 = Yes, but the hours of access are somewhat limited.

1 = Yes, but the hours of access are quite limited, **or** there is access to indoor or outdoor facilities but not both.

0 = Community members do not have access to either indoor or outdoor school facilities.

## **Module 8: Family and Community Involvement**

### ***Planning Questions*** ***(photocopy before using)***

The Module 8 Planning Questions will help your school use its *School Health Index* results to identify and prioritize changes that will improve policies and programs for promoting physical activity, healthy eating, and a tobacco-free lifestyle. The answers on this form should guide your module team's presentation to the entire *School Health Index* team.

#### **Planning Question 1**

Look back at the scores you assigned to each question. According to these scores, what are the **strengths** and the **weaknesses** of your school's policies and programs related to involving families and the community in promoting physical activity, healthy eating, and a tobacco-free lifestyle?

#### **Planning Question 2**

For each of the weaknesses identified above, list several recommended actions to improve the school's scores (for example, increase family education about physical activity, healthy eating, and a tobacco-free lifestyle).

*Continued on next page*

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**Planning Question 3:** List each of the actions identified in question 2 above. Use the five-point scales defined below to rank each action on five dimensions (importance, cost, time, commitment, feasibility). Add the ranking points for each action to get total points. Use the total points to help you choose one, two, or three top-priority actions that you will recommend to the *School Health Index* team for implementation this year.

<b>Importance</b>	<b>How important is the recommendation to my school?</b> 5 = Very important 3 = Moderately important 1 = Not important
<b>Cost</b>	<b>How expensive would it be to plan and implement the recommendation?</b> 5 = Not expensive 3 = Moderately expensive 1 = Very expensive
<b>Time</b>	<b>How much time and effort would it take to implement the recommendation?</b> 5 = Little or no time and effort 3 = Moderate time and effort 1 = Very great time and effort
<b>Commitment</b>	<b>How enthusiastic would the school community be about implementing the recommendation?</b> 5 = Very enthusiastic 3 = Moderately enthusiastic 1 = Not enthusiastic
<b>Feasibility</b>	<b>How difficult would it be to attain the recommendation?</b> 5 = Not difficult 3 = Moderately difficult 1 = Very difficult

[illegible]